Career Development for Clinician Educators
A Step by Step Guide

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DISCLOSURE

Relevant Financial Relationship(s)
Editorial Stipend, AAN

Off Label Usage
None
Basic Learning Objectives

To **define** the term clinician educator (CE)

To **list** the various roles of a CE

To **describe** the process of starting a career as a CE

To **demonstrate** the steps required to achieve success as a CE
Outline

Know what you want to do

Know what tools you will need

Know what assistance you will need

Know how to navigate the promotions ladder
Know what you want to do...

This is your career

Vision statement

Set your own goals

Choose an area of excellence
Know what you want to do…
Overview of Academic Roles

1. Clinician (practice)
2. Basic researcher (lab)
3. Professional educator (dean)
4. Clinician-teacher (ward attending, clinic preceptor, course director, program director)
5. Academic-educator (course director, research mentor, program director, dean)
6. Clinical researcher
7. Triple threat (rare in this day)

*Most neurologist-educators will fall into slots 4 or 5
Know the roles of a clinician-educator

Most clinician educators will perform a number of these tasks

Useful to think of these as mutually exclusive

Heflin MT, Pinheiro S, Kaminetzky CP et al. 'So you want to be a clinician-educator ...': designing a clinician-educator curriculum for internal medicine residents. Med Teach 2009;31:e233–e240
Every department NEEDS teachers

- Clerkship director
- Program director
- Basic science curriculum course/module director
- Grand rounds organizer
- CME director
- Representative(s) to college-wide curriculum committees
- Representatives to hospital-wide GME committees
Know what you want to do...BUT

To an extent

Never say never, never say always

Junior’s don’t *always* have to say yes!
Know what tools you will need…

Communication
Organization
Long term vision
Communication with chair/chief is key

- From before day 1
- Alignment of goals
- Annual review
- Refinement
Get organized...Have a plan

Organizing is what you do before you do something, so that when you do it, it is not all mixed up.

A.A. Milne
Starting your first job

• Make your chair know from day one that you want to be a clinician-educator
• Make sure your chair is supportive of this goal and is willing to provide some protected time to teach
• Ask to teach in the basic neuroscience course or the clerkship
• Ask about any potential leadership roles as an associate course director
• Make sure your chair knows to call YOU when a teaching opportunity arises!
Getting started: What should you be doing?

- Setting up a clinic
  - See lots of patients in the beginning
  - Effective clinician-educators should be very comfortable with clinical care
- Attending on the wards
  - Be an enthusiastic teacher
  - Make sure the house-staff know you are really interested in teaching on rounds
- Getting yourself known in the local community and region
  - Give grand rounds, teach nurses, the public, take every teaching chance offered
Getting Settled

• Get more involved in formal curriculum or residency training
• 50% of clerkship directors serve less than 6 years so make it known that you might be interested in case a vacancy arises
• Ask about education committees at the medical college and hospital
• Volunteer to assist the chair develop grand rounds schedule
Get involved in multiple aspects of education

Teaching
Curriculum development
Advising and mentoring trainees and students
Developing assessment methods
Educational leadership and administration roles

Know where your vision fits in the promotions process...

- Meet with your chair annually to discuss your progress towards promotion
- Find out what tracks are available at your institution
- Very variable
  - Most medical schools now have clinician-educator tracks
  - Read the faculty handbook to see which track sounds most appropriate to you
  - Some schools grant tenure on all tracks, many offer tenure only to top-notch researchers
Know what assistance you will need...

Mentorship
Faculty development
Education peers
An ideal mentor is someone who is...

- Objective
- Familiar with your career goals
- Preferably not a superior
- Available for you
- Enthusiastic
- A better listener than talker
Multiple mentors

- Local
- Outside institution
- Near peer
- Senior

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Faculty development

Teaching skills development!

Local: take advantage!

Meetings: CNPD, CDPD, AB Baker, AAN meeting, ANA, others

External courses: Harvard Macy, Stanford
Education Peers

• Neurology clinician-educators may have more in common with clinician-educators in other departments than their colleagues in neurology
• Find out if your medical college has an Academy of Medical Educators and join it!
• Join faculty development workshops, offer to assist in planning
• Don’t expect any of this to “fall into your lap”!
  – Neurology is often overlooked by deans offices
  – Put yourself out there! It may reap major benefits

Cooke M, Irby DM, Debas HT. The UCSF Academy of Medical Educators. Acad Med 2003;78:666-672
Know how to navigate the promotions ladder…

- Make an impact
- Document
- Disseminate
Get involved nationally

- National organizations
  - Network with like-minded individuals
  - Share educational resources
  - Develop ideas for education research projects
  - Join the consortium of clerkship or program directors
  - Join the AB Baker section
- May be important for promotion to have a national reputation
• Create and maintain an education portfolio
• Just as important as your CV
• Should be updated regularly (at least annually)
  – Don’t wait until you are ready for promotion!
• More and more schools are using an education portfolio as part of the promotion process
  – 1990: 5 schools
  – 1992: 17 schools
  – 2003: 76 schools

What goes into an educator portfolio?

- Philosophy of education
- Teaching activities
- Development of curricula
- Advising and mentoring
- Educational leadership roles
- Educational research
- Professional educational development
- Educational awards and honors

What are the criteria for promotion?

**Most important aspects of performance (1-10)**
- Teaching skills (6.3)
- Clinical skills (5.8)
- Mentoring (5.7)
- Academic administration (5.3)
- Program development (5.3)
- Nonresearch scholarship (5.1)
- Clinical research (4.8)
- Education research (4.5)

What are the methods of evaluating success in education?

- Teaching awards
- Peer evaluation
- Learner evaluation
- Education portfolio
Take Home Points

Key responsibilities: teaching, curriculum development, administration and education scholarship.

Teaching skills are the most influential criterion for CE promotion

Versatility should be rationally employed without compromising on one’s core values

Communication with the chairperson or designee should be regular and bidirectional

Read promotion criteria on day one of a new job and plan proactively

Seek out mentors who exhibit enthusiasm, and can make themselves available when needed

Develop a reputation of excellence for clinical care and teaching at the local institution

Develop an educators portfolio
Weill Cornell Medicine
Panel Discussion on Career Development

• If you would like to submit your question for the panel via text, please send it to: 917-609-6776
Schedule

• 8:45 a.m. – 9:30 a.m. Panel Discussion on Career Development
  – Steven Galetta, MD, FAAN; Zachary London MD, FAAN; Joseph Safdieh MD, FAAN

• 9:30 a.m. – 10:30 a.m. Breakout 1: Explore
  – Faculty facilitators at your table will guide participants as they reflect on their educational philosophy and current roles

• 10:30 a.m. – 10:45 a.m. Break

• 10:45 a.m. – 11:45 a.m. Breakout 2: Expand
  – Faculty facilitators at your table will discuss what new roles participants are contemplating and what the next steps might be

• 11:45 a.m. – 12:15 p.m. Questions and Answers

• 12:15 p.m. – 12:30 p.m. Closing Remarks